

Inspection of Unique Academy

Ground Floor, Khosla House, Park Lane, Hounslow TW5 9WA

Inspection dates: 15 to 17 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils are happy and enjoy school. They are polite and courteous. In lessons and when moving around the premises, pupils follow instructions well and are keen to meet the school's expectations. They are respectful to staff and to each other. As a result, pupils feel safe. They enjoy their social times, including in the school garden and the local park.

Pupils achieve well. The school's core values, which include 'knowledge, productivity, excellency and respect', reflect the ambition for pupils' learning and behaviour. Pupils have positive attitudes to their education and rise to the school's high expectations.

Pupils are very well prepared for life in modern Britain. They learn about different faiths and beliefs and benefit from visitors, such as a local Rabbi, to develop their understanding further. Pupils also develop an understanding that not all families are the same. The school actively promotes the fundamental British values. For example, pupils experience the democratic process when voting for 'school councillors' and 'eco warriors'. Pupils value these roles and the opportunity to make a difference or be involved in charity events.

What does the school do well and what does it need to do better?

The proprietor body, trust board and school are committed to providing a high-quality education to all pupils. The school meets its statutory obligations, such as compliance with the independent school standards (the standards), the early years foundation stage statutory requirements and the Equality Act 2010. The school is highly reflective and continuously reviews what is working well and what could be further improved. Leadership has clear oversight of the school's work. This ensures that support and challenge are provided effectively. Staff value the professional development opportunities and feel well supported.

Children in the early years get off to a good start. In Nursery, the two-year olds enjoy playing alongside their older peers. They benefit from a range of exciting activities that capture their interests and support their development. In Nursery and Reception classes, staff actively promote children's communication and language skills. Routines and expectations are well embedded. These strengths help children to talk confidently and be well prepared for the next stage of their education.

The school's curriculum is broad and balanced. It identifies the key knowledge and skills that pupils need to learn and when. Pupils learn the curriculum through a series of coherent and well-sequenced lessons. Teachers' subject knowledge is secure. Teachers check what pupils know and typically address any misconceptions and errors. However, on occasion, the teaching strategies are not as effective as they could be in developing pupils' learning. For example, pupil errors in lessons are not routinely addressed or the modelling of key skills is not explicit enough. Also, at times, pupils are distracted from the focus of the lesson because teaching expects

pupils to record their learning without making sure that pupils have sufficient skills to do so.

The school prioritises reading. Staff use their reading training well. This means that pupils are well supported to become confident and fluent readers. Younger children learn to read through daily phonics sessions. They read books that are well matched to the sounds that they have been taught and know. Older pupils benefit from an on-going focus on high-quality texts and developing their understanding of what they are reading. Those that are at risk of falling behind are quickly identified and support is put in place. This enables them to develop their reading skills effectively. The school promotes a love of reading through regular story time sessions and working closely with the local library, where pupils meet authors and have opportunities to enter writing competitions.

The school identifies and meets pupils' needs well, including those with special educational needs and/or disabilities (SEND). Learning is adapted effectively so that pupils with SEND are able to learn effectively alongside their peers.

The provision for pupils' personal development is well considered. Work to support pupils to develop spiritually, morally, socially and culturally is a particular strength and is meticulously mapped out. Pupils benefit from the extensive range of wider opportunities that the school provides for them. For example, pupils take part in international days and events, such as 'safer internet week'. The school also organises visits from the police and Transport for London to help pupils to learn how to keep themselves safe and become positive citizens of society. Pupils develop their cultural understanding through visits to a local synagogue and a church. They talk confidently about difference and understand that others may have different beliefs and values to their own. Respect for others permeates through the school. This is demonstrated in pupils' behaviour, which is calm and orderly. Pupils trust staff to sort out any issues should they arise. Pupils know what is expected of them and they are diligent in lessons.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- The school's clear and ambitious vision for providing high-quality education to pupils is not fully realised through practice. This means that at times, teaching does not consistently maximise pupils' learning. As a result, on occasions, pupils' errors are not addressed, new learning is not modelled as explicitly as it could be, or pupils are distracted from the intended learning by not having sufficient skills to record their learning in the way teaching expects. The school should continue to strengthen teaching expertise so that it consistently supports pupils to build a deep body of knowledge across the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	148190
DfE registration number	313/6008
Local authority	Hounslow
Inspection number	10375116
Type of school	Other Independent School
School category	Independent day school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Proprietor	Unique Knowledge Seekers Academy
Chair	Hawwa Mbombo
Headteacher	Hawwa Mbombo
Annual fees (day pupils)	£3720 to £3840
Telephone number	0208 004 5481
Website	www.uniqueacademy.education
Email address	office@uniqueacademy.education
Date of previous inspection	25 to 27 May 2022

Information about this school

- Unique Academy is an independent day school for boys and girls aged two to 11 in the London Borough of Hounslow. It has an Islamic ethos.
- The school opened in April 2021.
- This was the school's second standard inspection. Since the previous inspection, there has been an additional inspection in November 2022 to increase the age range of pupils at the school.
- The headteacher is also the chair of trustees and proprietor body. There are two other trustees, each of whom has oversight of a different aspect of the school's work.
- The school has provision for two-year olds.
- The school does not use any alternative provision.
- The proprietor provides wraparound care before and after the school day.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, physical education and personal, social, health and economic education. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors held meetings with the headteacher and other school leaders. The lead inspector also met with a trustee, the proprietor and an educational consultant.
- Inspectors scrutinised a range of curriculum documents and policies, including those relating to the standards and the curriculum.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- There were no responses to Ofsted's online surveys for pupils. Inspectors gathered the views of pupils throughout the inspection.
- There were no responses to Ofsted's online survey for staff. Inspectors spoke with staff about their workload and well-being.
- Inspectors also considered the comments to the free-text responses to Ofsted's online survey, Ofsted Parent View.

Inspection team

Julie Wright, lead inspector

His Majesty's Inspector

Guy Forbat

His Majesty's Inspector

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